

# Granville Boys High School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Granville Boys High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dr Linda O'Brien AM

Principal

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### Message from the Principal

The Annual Report for **2017** is provided to the community of **Granville Boys High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

In 2017 we were able to demonstrate why **Granville Boys High School** is a "great place to learn". Our "Platform for Collaborative Education", is the structural mechanism by which we focus the work of teachers, students and community members to develop a school-based curriculum that includes the cultural assets the students bring with them to school. We expect that our students will engage in enquiry to solve a range of social, scientific and economic issues that are current in our lives. To do this successfully we need to ensure that our students are highly literate and numerate and thus able to access broad knowledge to solve these problems.

In 2017 we have been able to celebrate the "gold behind the gates" in the outstanding achievements of students. 145 of our year 9 students scored a grand total of 143 Bands 8, 9 or 10 in NAPLAN 2017 while 80 Year 7 students achieved a Band 8 or 9. Ismail Farhad achieved 4 Band 10s and like a number of his cohort successfully achieved the minimum standard for entry to the HSC course. Melik Ibrahim in Year 11 was elected to the NSW Youth Advisory Council for the Advocate for Children and Young People. The Renaissance Scholars entertained the Governor of NSW, His Excellency General David Hurley and Mrs Hurley at a luncheon and the representatives from GBHS brought honour to our school at events across Sydney, through intercultural, sporting and arts events.

The achievements of both Staff and Parents have been recognised this year. Ms Fiona Cullenward and Ms Yoon-Sin Kim were awarded a Recognition of Excellence Award from the NSW Department of Education and Ms Mona Yaghi, President of the P&C was awarded a Local Hero Award at the NSW Women of the Year Awards.

As well as our wonderful refurbishment of the entry to the school we have a new playground in 2017. These upgrades are greatly appreciated by all.

I would like to congratulate the Teachers, Ancillary Staff, Students and Parents as well as our Community Partners for their outstanding work in 2017.

Dr Linda O'Brien AM Principal

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## School background

### School vision statement

At Granville Boys High School we are committed to educating a multicultural community of boys to become responsible global citizens.

We aim to develop rich, challenging and engaging learning where students are immersed in projects that are collaboratively developed within the community.

Our core belief of looking out for one another ensures that we are safe, respectful learners.

### School context

Granville Boys High School (520 students, 99% Non English Speaking Background) is a partially academically selective secondary school with an intake of one class each year into Year 7. The school has a Support Unit with four classes, including one Autism Class, two classes for students with a mild intellectual disability and one for students with a moderate disability.

This wonderful, culturally and linguistically diverse community, which is significantly socio-economically disadvantaged, is supported by the New South Wales Government equity programs. It is located in South Western Sydney, which is the most multicultural region in Australia. The majority of the boys who attend this school are of Arabic speaking background and Muslim faith. As well there are students from the nations of Africa who have recently arrived in Australia and students from South Pacific Islander backgrounds. A small percentage of the population of the school is of Asian background coming from countries that stretch from Afghanistan to the Philippines.

Our students' achievements reflect a wide range of interests. We are particularly proud of our music and dance ensembles, sporting teams and scholars. Students enjoy a wide range of learning experiences in partnership with the universities, cultural institutions and business and community groups. Our Pulse Café and garden are just two examples of the ongoing commitment of our students and staff to their school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

There were **6 Evidence Sets** collected as follows: **Evidence Set 1 – "The Platform For Collaborative Education"**, **Evidence Set 2 – Quality Teaching and Learning**, **Evidence Set 3 – Quality Learning Environment**, **Evidence Set 4 – Social Cohesion**, **Evidence Set 5 – Communication**, **Evidence Set 6 – Administrative Systems**

The results of this process indicated that in the School Excellence Framework domain of **Learning**: [*Elements: Learning Culture (excelling), Wellbeing (Sustaining and Growing), Curriculum and Learning (Excelling), Assessment and Reporting (sustaining and growing), Student Performance Measures (Sustaining and Growing).*]

**Evidence Sets 1 – 5** demonstrate that Granville Boys High School is "a great place to learn" and the driver for our teaching and learning practice is the learning for students and teachers. How and what students learn challenges teachers at this school to improve and change their practices so that students are successful learners. We believe that student learning outcomes are not only a measure of student performance but also a measure of teaching effectiveness. **Evidence Set 1, The Platform for Collaborative Education** describes and analyses how the structural mechanisms within the school function to focus all school organisation on learning. Each unit and subunit within the PCE can be seen metaphorically as a room where people meet to plan manage and implement best practice for teaching and learning. The PCE has been a highly effective blueprint for the Leadership and Management of the school as it provides a clear articulation of the vision for collaborative practice at the school. It focusses on reflection and provides opportunities for people to share and build their understandings of their practice.

**Evidence Set 2 Quality Teaching and Learning** presents the planning, implementation and ongoing improvement of Project – Based Learning, our mechanism for structuring Enquiry Focussed Learning, a component of Curiosity and Powerful Learning framework for school leadership. This evidence demonstrates the successful, intensive, in-house professional learning for teachers that *.. build(s) teacher capacity to lead and deliver high challenge, high support curricula that improve student learning outcomes within the framework of Public Schools NSW*. GBHS SMP. Strategic Direction 2.

The processes for the collection of and the analysis of school-wide attendance, wellbeing and behaviour management data that supports and measures student learning is presented in **Evidence Set 3 Quality Learning Environment**. The existing Positive Behavioural Interventions and Support framework has been evaluated by academic partners to ensure that expectations of behaviours are explicitly taught to underpin a productive learning environment in the school.

The social conditions in this boys' high school in a poor, culturally and linguistically diverse neighbourhood are problematic, and the research and the practices strive to address the issues of educational inequality that structure such a setting. **Evidence Set 4 Social Cohesion** presents the development of an understanding of the ways in which the social, economic and political hierarchies determine who has access to certain types of knowledge. The learning through these structures develops not only the understandings of the students but of the teachers. By critically reflecting on the construction of the curriculum, programs have been developed to include the students' cultural assets and recognise the value of student participation in the construction of the learning. Interactions between members of the school community become more congruent and friendly, as demonstrated in data from focus groups. The attempt to consciously embed the student and community voice in the strategic structuring of the *school* has integrated other forms of knowledge exchange at the school.

The effective communication of the learning outcomes to the whole school community is evaluated in **Evidence Set 5 Communication**. Celebrating student learning and successful achievements affect student perceptions about their sense of belonging, identity and pride in their school. Platforms for interaction between internal stakeholders at the school through meetings, consultations and negotiations are examined in this Set. Communication through community partnerships, social media and extra curricula programs enhance the schools' reputation positively impact upon the students' self-esteem.

The school has been assessed as delivering for Data Skills and Use. The processes and practices within the External Validation have been valuable to develop the Executive's understanding of data collection and analysis and these processes and practices will be included in the SMP for 2018–2020.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**: The results of this process indicated that in the School Excellence Framework domain of Teaching: *Elements: Effective Classroom Practice (Excelling), Data Skills and Use (Delivering), Collaborative Practice (Excelling), Learning and Development (Excelling), Professional Standards (Excelling)*.

Reflection and critique of teaching practice have been developed at the school since 2011 when all teachers participated in Microsoft Peer Coaching. As a result and along with a program of whole school intensive professional learning, teachers have developed a willingness to share their practices, collaborate with one another and develop innovative learning programs that are highly engaging and effective to improve student learning outcomes. The richness of the professional learning which is based upon research is viewed as transformative for many of the teachers as they report in this evaluation. The school resources this PL through the RAM and a Deputy Principal has been appointed to lead and manage this essential component of the SMP. As well school resources have been allocated to release teachers for one hour per fortnight to participate in PL. We believe that the success of the program relies upon these resource allocations.

**Evidence Set 2 – Quality Teaching and Learning**, provides rich data that explains the success of the implementation of Curiosity and Powerful Learning, introduced to the school through the initiative of DOE in partnership with ACEL. This framework which maintains that school improvement can be achieved through 4 theories of action for schools and six theories of actions for teachers provides research base leadership and management practices. Within this framework the school has introduced Project-Based Learning for all students in Year 7. The evaluations from staff conferences and professional learning as well as student performance data demonstrates the highly effective protocols for Gold Standard PBL that have been adopted by teachers and students in PBL classrooms. **Evidence Set 3 – Quality Learning Environment** provides data that demonstrates a highly significant increase in student engagement as reflected in data that records a 250% decrease in entries for negative learning for the Year 7 cohort in 2017 as compared to the 2016 cohort. TTFM data reinforces this finding with Year 7 indicating high levels of engagement and belonging at school. PBIS data in this Set indicates that student voice has significantly contributed to the formulation of the revised behaviour matrix and that students value this opportunity. The introduction of new school uniform that has been led by the PBIS team has engaged students, teachers and parents in consultations to reach a collaborative decision about the changes.

The strength of the community partnerships in which students and teachers participate is demonstrated in **Evidence Set 4– Social Cohesion**. Teachers from all faculties lead these programs and the range of programs on offer is a testament to their willingness to support the students in rich learning that is highly engaging. Teachers are able to build strong pedagogic relationships with students in different settings and the authentic learning in which the students participate has

fostered trust, enjoyment and successful learning outcome. The programs from Arts, Cultural and Sporting organisations as well as Universities and Community organisations are highly relevant to students and produce outstanding work.

Because the majority of the students (approximately 85%) identify as Muslims there has been a focus on identity and belonging given the political climate since the events of September 11th 2001. With the support of the DoE's Specialist Support Team the school has responded to new policies and procedures for Special Religious Education and additional support for students at risk. These have been highly effective and no students have been deemed to be a risk of extremist behaviour.

**Evidence Set 5 – Communication** highlights the importance of excellent communication within complex social settings such as schools. The multiple channels for communication within this school are explained. The Set not only provides evidence for what is working well, but also directs future planning, particularly the promotion of the school with partner primary school and the development of various social media platforms.

The results of this process indicated that in the School Excellence Framework domain of **Leading: Leadership (Excelling), School Planning, Implementation and Reporting (Sustaining and Growing), School Resources (Sustaining and Growing), Management Practices and Processes (Sustaining and Growing)**.

The Platform for Collaborative Education provides the structure for all teachers to develop their leadership skills. Opportunities to participate in whole school decision making to improve the conditions within the school are open to all teachers. Although not all teachers participate in a management team the faculty representatives from all KLAs are engaged. Internal merit selection operates for any relieving executive, peer coach leader, year advisor or team positions. Teachers engage in the leadership of professional learning and organise school events and community partnerships. This level of participation effectively builds leadership capacity and teachers' understanding of the requirements for instructional leadership. A high proportion of staff are successful in gaining merit selected promotions.

**Evidence Set 2 – Quality Teaching and Learning**, demonstrates how teachers have led professional learning where they have shared their expertise and pedagogical knowledge and develop the school curriculum to meet the needs and ambitions of the community. Through Curiosity and Powerful Learning (CPL) led by a team comprising the School Principal, 2 Deputy Principals, a Head teacher, A Peer Coach and a Teacher, the collaborative development the framework has been implemented within the school. In this way we have adopted the CPL 4 Theories of Action to prioritise high expectations and authentic relationships, emphasise enquiry focused learning, adopt consistent protocols and adopt consistent learning protocols. As members of a network of CPL schools we have led the development of Instructional Rounds to examine the adoption of CPL, particularly the uptake of Concept attainment in our classrooms.

**Evidence Set 6 – Administrative Systems** prepared by the Business Manager and the School Administration Manager demonstrates the close collaboration between the curriculum development and the provision of a quality learning environment to encourages and develops best practice. The close relationship between the administrative and financial management of resources to ensure that people, technology and physical surroundings are efficiently deployed occurs as a result of this close collaboration. As a 229 school GBHS had the advantage of an early introduction to Learning Management Business Reform and as a result all staff are highly competent operating these systems. As well we have deployed SENTRAL to manage student Behaviour Management and Attendance and this ensures ready access for users and clear communication. Additional resources through Low SES funding for the school, funds additional staff and enables senior executive to be highly visible around the school. The management of maintenance and Work Health and Safety is efficient and is communicated effectively through senior executive and executive meetings. In anticipation of the introduction of Project– Based Learning in 2017, the Business Manager along with the Principal and the Deputy Principal attended the Buck Institute Conference in California 2016. As a result the Business Manger is extremely knowledgeable about the resourcing for this innovative educational pedagogy.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>



## Strategic Direction 1

### Curriculum Development for Learning

#### Purpose

Increase achievement levels of every student in all bands in all internal and external assessment measures through an inclusive, relevant and negotiated curriculum

#### Overall summary of progress

The **Platform For Collaborative Education at Granville Boys High School** illustrates the flow of knowledge that is communicated within the school from the **Strategic and Policy Direction** to the **School Curriculum** to the **Professional Learning to The Learning Space** and to **Reflective Practice**, that generates the progress of data driven change and an organic process of improvement in practice for students and teachers. A range of initiatives have seen significant learning improvements.

Curriculum delivery through Project-based learning was introduced for year 7 in 2017 and the commencement of a new academic year was implemented in term 4, both of which led to a significant improvement in student engagement and attendance. NAPLAN results in 2017 indicate a decline in value added from other years, however there was an improvement in numeracy results and overall individual achievement (145 students) improved.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>* Student engagement as measured by comparative wellbeing data improves</li><li>* Naplan results for year 7&amp; 9 are at or above state average</li><li>* Value added in Naplan results is above state average.</li><li>*Formative assessment and reflections on student learning from PBL demonstrates creativity, collaboration, critical thinking and communication</li><li>*Retention and achievement data demonstrates Stage 6 students are well prepared for their future</li></ul>	<ul style="list-style-type: none"><li>2 x Learning &amp; Support Teachers –\$220000</li><li>1 x SLSO – \$56,000</li></ul>	<p>The introduction of Project-Based Learning to year 7 improved student engagement as evidenced by wellbeing data. There was a 203% improvement in short suspension data from 2016. NAPLAN results showed a decline in value added from previous years, however there was a significant improvement in Numeracy results and the overall individual achievement for 145 students.</p> <p>Formative assessment practices including individual and group tasks have created opportunities for improved student development of critical thinking, creative, collaboration and communication skills. Charrettes, tuning protocols, gallery walks and individual reports provided formative benchmarks as evidence of learning for students and teachers. Ongoing reflective statements during the inquiry process have improved communication of learning intentions and success criteria evidenced in student presentations of the public product.</p> <p>Data sets show that stage 6 students are well prepared for their future learning journey with a majority of 2017 yr 12 students continuing in a tertiary/TAFE setting. Metals and Engineering was introduced into the stage 6 curriculum offering students a fifth VET option.</p>
<ul style="list-style-type: none"><li>* Parents have an understanding of the ways in which they can support their sons' learning</li></ul>	<ul style="list-style-type: none"><li>Resourcing – \$20,000</li></ul>	<p>A PBL parent seminar was conducted on Orientation Day for parents of the incoming year 7 cohort to explain the key elements of PBL and what they could expect. This seminar generated significant parent enquiries. Parent interest was expressed through their attendance at Public Product Exhibitions during the year.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student learning outcomes for Stage 5 & 6 continue to improve	Resourcing – \$5,000	<p>Year 9 student and parent interviews were conducted to develop Individual Education Plans with key school personnel.</p> <p>Student Progress Interviews were conducted with stage 6 students and their parents regularly over the year to assess student performance and plan improvement.</p> <p>A range of extra curricula programs were developed and implemented to meet the individual needs of students in years 9–11 – Together For Humanity, Who Am I with Sheik Wesam, ASPIRE, projects with ICE (Parramatta).</p>

## Next Steps

Through the *Platform for Collaborative Education at Granville Boys High School* **students** will negotiate enquiry-focused learning programs and participate in evaluation through feedback and reflection. They will develop their project-based learning (PBL) with their peers and their teachers to reach solutions to a range of social and scientific issues.

**Students** will be provided with diverse and rich learning opportunities supported by physical classroom environments with additional interaction with the wider community through a range of communication protocols and excursions.

A consultative structure that allows all **students and their parents** to participate in interviews with staff to negotiate education plans for student growth, particularly in literacy and numeracy will be ongoing.

**Stage 6 students** participate in a consultative program of mentoring and coaching to develop a productive study routine



## Strategic Direction 2

### Educational Leadership and Quality Teaching

#### Purpose

Build teacher capacity to lead and deliver high challenge, high support curricula that improve student learning outcomes within the framework of Public Schools NSW

#### Overall summary of progress

The GBHS leadership team is committed to delivering curriculum through Gold Standard PBL from years 7–10 inclusive by 2020 to improve student engagement, excitement and commitment to learning as well as developing the skills that employers have indicated they need – creative and critical, self-directed problem solvers who can communicate their solutions to a wide and diverse audience.

Staff Professional Learning for the delivery of year 7 curricula through Project-Based Learning in 2017 was strategic and systematic at GBHS. The Collaborative Platform for Education which serves as the foundation for all systems and structures at the school provides opportunities for peer observation, critique and reflection; for group support and collaboration; and it involves deliberate evaluation and feedback by skilled practitioners with expertise about good teaching. In other words, all PBL PL at GBHS is hands-on, involves peer collaboration, models PBL practice and requires recorded teacher reflection on their learning.

This was demonstrated through strategic planning for the 2017 PL sessions which included staff development days, the annual staff conference and regular weekly sessions as well as a 1 period/fortnight allocation for collaboration with a peer for coaching purposes.

All curricula was delivered to the 2017 year 7 through Gold Standard PBL. In 2017, the year 7 intake was divided into two mixed ability classes. These classes study 2 subjects which incorporate all the mandatory KLAS and General Capabilities: STEM which comprises Maths, Science, Technology and PDHPE and Humanities which comprises English, HSIE, LOTE, Art and Music. The students started the school year with an orientation project in which they had to develop their ideal learning space. The year 7 teachers collaborated in their own time to plan and create projects and share their expertise with the rest of the staff twice a term in the defined PL session on Tuesday afternoon.

To ensure the implementation of Gold Standard PBL, staff used the Buck Institute project proformas to scaffold their development of teaching and learning materials.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Teachers actively participate in collaborative professional learning to develop innovative practice that is responsive to the needs of their students</li><li>Teachers present effective programs demonstrating improved student learning outcomes at Staff Conference</li><li>Teachers achieve and maintain accreditation at various levels demonstrating reflective practice and evaluation through collaboration with peers</li><li>Student steering committee is functioning to examine teaching and learning at the school.</li><li>All staff participate in training for the Performance Development framework</li></ul>	Additional teaching staff to allow for flexibility within the timetable for Professional Learning and Peer Coaching: \$340, 000	In 2017 Teaching observations and feedback discussions, framed by the APSTs, continued to be built into the whole school structure, <i>The Platform for Collaborative Education, at GBHS</i> through structured Professional Learning including: the ECT/Beginning Teachers Program, regular Accreditation Workshops, Faculty collaboration and Peer Coaching as well as Staff Development Days and Staff Conference. The Peer Coaching Program provided all staff with regular opportunities for specific individual feedback, reflection and refinement of their practice. ECT/Beginning Teachers in particular, were supplied with a structure that enabled additional mentoring/coaching to that of the relevant head teacher who was the primary supervisor. Regular fortnightly meetings with their Peer Coach Leader (PCL whose appointment is based on Hattie's 'expert teacher') assisted the development of a strong professional coaching relationship, and understanding and implementation of the school's strategic directions in a coaching cycle –



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>• Teachers actively participate in collaborative professional learning to develop innovative practice that is responsive to the needs of their students</li> <li>• Teachers present effective programs demonstrating improved student learning outcomes at Staff Conference</li> <li>• Teachers achieve and maintain accreditation at various levels demonstrating reflective practice and evaluation through collaboration with peers</li> <li>• Student steering committee is functioning to examine teaching and learning at the school.</li> <li>• All staff participate in training for the Performance Development framework</li> </ul>		<p>Plan/implement/Reflect/Refine.</p> <p>Weekly PL sessions occurred on Tuesday afternoon. and incorporated the leadership framework adopted in 2017 – <i>Curiosity and Powerful Learning</i>. In week A, the session ran for one hour and in week B, the session ran for one and a half hours. The CPL team and the PBL team alternated throughout the term to present pedagogical approached to enquiry focussed learning. The PBL presentations were a collaboration between some or all of the PBL team and was usually facilitated by either the STEM or Humanities team. This required reflection of concrete classroom applications of PL on the part of the presenters in the first instance and reflection by the wider staff in the collaborative discussion and the required ‘Wows, Wonders and I have....’ feedback in the second instance. The feedback was collated and informed the PBL team with group support and collaboration and the school leadership with evidence for future PL directions.</p> <p>Staff Development Days in term 2 and term 3, 2017, devoted sessions to PBL PL. Additional staff attended PBL World Conference in June 2017 in California, participating in a three day PBL 201 Workshop and PBL Coaching Workshop based on the Buck Institute’s Gold Standard Project-Based Teaching Practice.</p> <p>For the annual Staff Conference, David and Clare Price were engaged to facilitate project surgeries with the teachers delivering PBL to year 7 students. Teachers were asked to reflect on the surgeries through a survey and the facilitators reported findings to the whole staff in Session 1 of the 2017 GBHS Staff Conference. Session 2 of the 2017 GBHS Staff Conference was an address by the Principal from a similar boys’ high school in the Sydney South Western Region that has adopted a PBL approach in curriculum delivery in years 7–10 which stimulated discussion between teachers and informed the collaborative development of PBL units of work. Session 3 was PL about teacher/student, student/student feedback and other assessment practices facilitated by Cady Staff, a member of the High Tech High network in California. It was guided by four connected design principles—equity, personalization, authentic work, and collaborative design. Aligned with all PL practices at GBHS, staff members were asked to record their reflections about the PL in the form of a survey and the responses were collated to inform further PL sessions.</p> <p>In compliance with the DoE framework, GBHS has developed a negotiated performance and development process for all staff underpinned by the <i>Platform for Collaborative Education at GBHS</i>. Staff members meet with supervisors and coaches informally and formally throughout the school year, to negotiate the planning, implementation and</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> <li>Teachers actively participate in collaborative professional learning to develop innovative practice that is responsive to the needs of their students</li> <li>Teachers present effective programs demonstrating improved student learning outcomes at Staff Conference</li> <li>Teachers achieve and maintain accreditation at various levels demonstrating reflective practice and evaluation through collaboration with peers</li> <li>Student steering committee is functioning to examine teaching and learning at the school.</li> <li>All staff participate in training for the Performance Development framework</li> </ul>		<p>review of their goals.</p> <p>Initially, staff develop and articulate their professional goals and what support they require to achieve them, through the creation of an individual Performance and Development Plan (PDP) in collaboration with their head teacher. The PDP reflects the strategic directions of the DoE, the School Management and Professional Learning Plans and the Faculty Plan and is aligned with the Australian Professional Standards for Teachers (APSTs) which are used to measure performance and development. The formal end of year review articulates the overall achievement of staff goals in writing and prepares the staff member for the next cycle of P &amp; D.</p> <p>Staff Development Day Terms 2 and 3, Tuesday afternoon timetabled PL twice a term and fortnightly PBL meetings as well as informal get-togethers at school and through technology; What's App; email; Google Docs; SMS etc.</p> <p>The Curiosity and Powerful Learning framework was presented during allocated PL times to school staff over 4 terms and implementation of the Models of Practice and Teacher Theories of Action through teaching &amp; learning sequences were observed by Peer Coaches using a standardised observation tool. This data was then used for reflection and further collaboration with peers to refine the unit of work.</p> <p>Student reflection on learning was a critical part of reflection and refinement of each PBL unit in year 7. At this stage, Project topics, PBL Driving Questions and the public product for each project are predetermined by teacher interpretation of the NSW syllabuses, students have been given voice and choice during the sustained inquiry process through differentiation strategies.</p>

## Next Steps

- \* Project Based Learning will be implemented in 2018 for all stage 4 students. Two classes – STEM and Humanities will continued to be offered as the curriculum structure, incorporating PDHPE, LOTE and CAPA as well as English Mathematics, Science, HSIE and TAS.
- \* A team of 35 teachers will be allocated to these classes and further physical spaces to accommodate an additional 110 yr 7 students will be provided. Resources, particularly for technology will be allocated to the classes.
- \* Learning Support will be integrated into the program and LAS teachers and Support Teacher specialists will be integral to collaborative programming.
- \* Targeted Literacy and numeracy support for students will be integrated in learning programs.
- \* A fortnightly PL program has been scheduled to continue on Tuesday afternoons. A one and a half hour session of PL alternating with ½ hour faculty collaboration and 1 hour PL. These sessions will continue to roll out PL for Curiosity and Powerful Learning and will follow the structure of input of knowledge and skills followed by a session where implementation is presented to the staff for critique. The implementation phase is facilitated by the Peer Coaching

Program for which all staff have a 1 period allocation per fortnight and 5 Peer Coach Leaders have a 3 period allocation per fortnight. The Peer Coach Leaders facilitate collaboration within a designated group of peers and follow the cycle: plan/implement/reflect/refine.

\*A Fortnightly program is scheduled for EC Teachers who are seeking accreditation at Proficient Level in addition to an induction program early in term 1.

\*Two workshops per term are scheduled for teachers maintaining accreditation.

\*PDPs will continue to be created and developed in collaboration with supervisors in term 1, reviewed and refined at the end of term 2 and reflected on during term 4. Performance and Development of staff is a process

\*A student steering committee is to be established to examine teaching and learning at GBHS, to develop student agency over their learning and to develop their critical thinking, creative, collaboration and communication skills.



## Strategic Direction 3

### Student Engagement and Attainment

#### Purpose

Develop the capacity of the school to respond effectively, in partnership with the community, to all students' learning needs and vocational potential

#### Overall summary of progress

In partnership with the wider community the school has successfully implemented a multifaceted strategy to build social cohesion and improve students sense of belonging at school. Students report in focus groups that they appreciate their teachers and that their school is "like one big family", however data from the "Tell Them From Me Survey" conducted in Term 1 2017 indicates that 50 % of students do not think that their school understands their culture. Music and dance programs that aim to embed the cultural assets of the community into the daily life of the school and the relationships with community members continue to be a focus to ameliorate these issues.

Transition programs from primary to high school and high school to further study and work have been a strong focus at the school in 2017

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase in the number of students going to university at the completion of Year 12	Head Teacher Welfare \$132 000	Student leadership, building social cohesion and cultural connectedness to the curriculum at the school all contributed to the students' sense of belonging at school and increased engagement in learning.
Increased number of students participating in projects with community partners	Catering and resourcing for events. \$5 000	The GBHS Practices and Procedures for Attendance monitoring were re-evaluated and redrafted in 2017. With the coordinated intervention from the Head Teacher Welfare, the Year Advisors and the Home School Liaison Officer, parents and teachers worked closely to improve student attendance, both whole day and partial daily attendance. There was a 6% improvement in attendance however, this did not reach the targeted 90% for whole day attendance.
Increased student participation in school governance.		
Increased parent participation in school committees		
Improved social cohesion in the school as measured through participation in school events and community celebrations		The leadership of a variety of community partnerships by teachers across the KLAs enable students to participate in a rich program that included Scientific, Arts, Interfaith, Sporting, Leadership and Academic projects. Through our partnership with the Information and Cultural Exchange at Parramatta students produced films and a literary magazine that is to be launched in 2018. Student music ensembles performed at venues across Sydney. Through our partnership with Sydney Youth Connect students developed resilience and a sense of belonging and cultural awareness. Students visited the Australian Federal Police in Canberra and Parliament House in NSW as guests of the Minister for Multiculturalism, Hon Ray Williams.
Increase whole day attendance to 90%		
Increased enrolment into Year 7		
Whole school engagement with rewards system		
Retention and engagement of students through the support of social cohesion and engagement programs		The Renaissance Scholars Group was established in 2017 and these students hosted the Governor of NSW His Excellency General David Hurley and his wife Mrs Hurley as well as other distinguished

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>5% increase in the number of students going to university at the completion of Year 12</p> <p>Increased number of students participating in projects with community partners</p> <p>Increased student participation in school governance.</p> <p>Increased parent participation in school committees</p> <p>Improved social cohesion in the school as measured through participation in school events and community celebrations</p> <p>Increase whole day attendance to 90%</p> <p>Increased enrolment into Year 7</p> <p>Whole school engagement with rewards system</p> <p>Retention and engagement of students through the support of social cohesion and engagement programs</p>		<p>guests. The Renaissance Scholars met on a weekly basis to celebrate individual success and attended cultural events including the Sydney Symphony Orchestra Concert.</p> <p>The White Ribbon organising committee which included parents and teachers organised a very powerful assembly for the school where students listened to Angela Barker's story of survival after horrendous domestic violence. Students committed to stopping violence.</p> <p>Work Education to enable successful transition to further study or work was successful in 2017. At the "Little Big Expo" year 7–12 students had the opportunity to meet with representatives from industry and academic institutions. The Vocational Education Program at the school was expanded to include Metals and Engineering. Our university partnerships included programs from 5 Universities in Sydney and 16 of our year 12 cohort will commence university in 2018.</p> <p>Students participated in leadership workshops with "Creating Chances" and led coaching clinics with students from Granville Public School.</p> <p>Students and parents participated in merit selection panels and the Finance Committee. The SRC and the Perfect body organised a variety of fundraising activities.</p> <p>The Eid Dinner was again successful. An extraordinary organisational effort by parents teachers and students catered for approximately 1800 guests at the school. As well parents organised a fundraising auction, sourcing prizes and donations.</p> <p>This year's Positive Behaviour and Supports programs included a celebration of multiculturalism and opportunities for students to participate in workshops to encourage community support. The PBIS team also revised the rewards system.</p>

## Next Steps

- Providing increased student leadership opportunities (captains, prefects, SRC, mentoring, peer mediation)

Enhancing communication strategies and forums (social media, reports, parent information sessions, e-diary)

Involving parents and community in school governance (parents and community are active on school committees and are provided with training and development opportunities)

Providing engagement opportunities through PBL (exhibitions, entry events, workshops)

Seeking school / community partnerships (corporations, community groups, local schools)

- Implementing strong university linkages programs (ASPIRE, Fast Forward, Scholarships, Tutoring, PATHE, Summer School)
- Encouraging all students to participate CAPA programs (tutoring, bands, performance groups)



- Embedding Social Cohesion programs to support interfaith and intercultural learning (Together for Humanity, Respect Awareness, Understanding)
- Enhancing PBIS practices, increasing whole school awareness (committee, workshops, school practices and procedures)
- Engaging parents and community in consultations and through participation in events



Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	2 Teachers were employed to cater to the needs of EAL/D students to support their learning through withdrawal, targeted in class support and through team teaching.	The pre and post testing indicates that the EAL/D students progress through the EAL/D stages, they develop a healthy learning and we consistently see above average growth in NAPLAN. A high portion of the EAL/D students choose an ATAR pathway.
<b>Low level adjustment for disability</b>	Funding provides for 4 support teachers and 4 SLSOs for students with Autism Spectrum Disorder and intellectual disabilities.	The pre and post testing indicates that the Refugee students progress through the literacy stages, they develop a healthy learning and we consistently see above average growth in NAPLAN. A high portion of the Refugee students choose an ATAR pathway.
<b>Socio-economic background</b>	Smaller class sizes and allocated professional learning time for teachers is achieved through funding an additional Deputy Principal and 2 extra teachers as well as a Head Teaching Learning Services and a Head Teacher Welfare. These extra resources provide for the development of an amenable learning environment and building teacher pedagogy and capacity.	The climate and culture of the school reflects the intensive support and healthy relationships between staff students and the community.
<b>Support for beginning teachers</b>	Teachers were allocated time within their fortnightly timetable for coaching and preparation with their Peer Coach and their Head Teacher colleagues. As well they were able to attend in-house Professional Learning sessions with the Deputy Principal Professional Learning.	5 Beginning/ECT Teachers successfully commenced or completed their accreditation for proficiency in 2017.
<b>Targeted student support for refugees and new arrivals</b>	The EAL/D teacher developed Individual Learning Plans with refugee students in consultation with their families and support.	The pre and post testing indicates that most students improved in their reading age and their NAPLAN had an above average value add. With in class support Year 7 students were able to successfully produce PBL products.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	513	566	510	481
Girls	0	0	0	0

In 2017 the school engaged with the DoE Communications Strategy Team to review our communication strategy to build positive perceptions of the school and improve relations with our feeder primary school.. Student enrolment in 2017 fell by 5% with a reduced number of students entering Year 7 and students transitioning to work in Year 11. Some students who were academically selected transferred their enrolment to other selective school settings. Some negative press about the school in 2016 produced negative perceptions about the school and impacted on enrolments in Year 7.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.1	89	87.2	92
8	89.1	87.5	85.5	87.8
9	87.6	83.7	84.4	87.1
10	80.2	79.2	76.5	83.6
11	81.3	75.2	75.2	81.9
12	86	78.1	77.9	81.1
All Years	87.5	83.3	81.7	85.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Non attendance is monitored on a daily basis and parents are notified by text if their sons are marked as absent from school. The Head Teacher Welfare in collaboration with the Year Advisors monitors

attendance within Year Groups. The HT welfare also makes contact with parents about students partial attendance on a daily basis.

The Home School Liaison Officer has worked closely with the Welfare Team and the Senior Executive to monitor and intervene with students who do not have a satisfactory record of attendance. There has been a significant improvement in attendance between 2016 and 2017.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	5
Employment	8	15	41
TAFE entry	0	8	7
University Entry	0	0	30
Other	0	0	9
Unknown	0	0	8

Exemptions were granted to students in Years 11 & 10 who had employment and were enrolled at TAFE.

### Year 12 students undertaking vocational or trade training

25 Year 12 students completed a vocational education training course in 2017. Of this number 25 students completed 1 course and 5 students completed 2 course. Results in these courses were as follows:

#### CII Construction Pathways –

11 students – 44%

5 attained CII Construction Pathways – 45%

6 attained Statements of Attainment – 55%

#### CII Hospitality 2 unit – 5 students – 20%

3 attained CII in Hospitality – 60%

2 attained Statement of Attainment towards CII in Hospitality – 40%

#### CII Hospitality 4 unit – 1 student – 4%

1 student attained a Statement of Attainment towards CII Hospitality – 100%

#### C1Metal and Engineering – 1 student – 4%

1 student attained CI Metal and Engineering –100%

### Statement of Attainment towards CIII in Information, Digital Media Technology 2 unit – 12 students 48%

11 students attained Statement of Attainment towards CIII in Information, Digital Media Technology 92%

1 student attained Statement of Attainment towards CII in Information, Digital Media Technology 8%

### Non-English speaking background students who completed a VET Course

- 20 students of the 25 students who completed a VET Course
- 80% of the 25 students who completed a VET Course

### Students who used VET Course for post-school pathways

- **CII Construction Pathways** had 5 students go into an apprenticeship or construction employment

20% of students doing a VET course as a post-school pathway.

### Year 12 students attaining HSC or equivalent vocational education qualification

43 students sat for the Higher School Certificate in 2017. Of these students 36 received an HSC or equivalent.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	33.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	1.6
School Counsellor	1
School Administration & Support Staff	12.08
Other Positions	1

\*Full Time Equivalent

There are no Aboriginal members of staff.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	36

### Professional learning and teacher accreditation

The DoE Performance and Development Framework states that “effective performance and development requires a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams” and that the “process ..... is a positively linked to the policies, aims and strategic directions on NSW Department of Education and Communities, and reflected in school planning processes”.

In compliance with this framework, GBHS has developed a negotiated performance and development process for all staff underpinned by the *Platform for Collaborative Education at GBHS*. Staff members meet with supervisors and coaches informally and formally throughout the school year, to negotiate the planning, implementation and review of their goals.

Initially, staff develop and articulate their professional goals and what support they require to achieve them, through the creation of an individual Performance and Development Plan (PDP) in collaboration with their head teacher. The PDP reflects the strategic directions of the DoE, the School Management and Professional Learning Plans and the Faculty Plan and is aligned with the Australian Professional Standards for Teachers (APSTs) which are used to measure performance and development. The formal end of year review articulates the overall achievement of staff goals in writing and prepares the staff member for the next cycle of P&D.

During the year, in addition to meetings as required with the head teacher, fortnightly meetings with the peer coach provide a formal setting for the planning, implementing, observing, reflecting and refining of teaching and learning practices identified by the staff member as a goal/s and aligned with the strategic directions of GBHS. Evidence, ranging from student learning guides/student work samples to observation records, is gathered to provide the basis for ongoing professional dialogue and constructive feedback to each staff member. Staff conduct a mid year self-assessment review to ensure that they are on track to achieve their professional goals or to refine the PDP through the amendment of any part including the professional goals.

Five ECT/Beginning teachers (ECT/BT) have achieved accreditation at Proficient Level in 2017 at GBHS. They are supported in the development of their teaching and learning practice and achievement of NESA accreditation at Proficient, through an extensive Professional Learning Program which includes:

In accordance with DoE policy: In their first year, permanent staff receive funding which allows them the equivalent of two hours per week release time and an additional one hour per week release time for an experienced mentor/coach and. In their second year, they are allocated one hour per week release time to collaborate with a mentor, coach or peer.

- As part of the *the Platform for Collaborative Education*, on which the organisational structure at GBHS is based and through which the teaching cycle is regularly modelled:
- The ECT/Beginning Teachers' Program
- Regular teaching observations and feedback discussions
- *Getting to Know Granville*

The program outline frames a 1 hour fortnightly after-school hours induction and support program run by the senior executive which includes the school staff orientation program and early in the program, learning about the Accreditation Process as laid out by NESA and DoE and is supported by a booklet supplied to each ECT/Beginning Teacher. In the final two terms, the time is allocated to group/individual development of supporting evidence and annotation as well as enabling more recently employed staff members to cover the information provided earlier in the program if need be. Each meeting has an agenda that provides opportunity for individual members to list items or raise issues in General Business. This program enriches the professional development already occurring through regular professional dialogue in formal and informal meetings with the relevant Head Teacher as their primary mentor and assists with the collection and annotation of evidence to present to NESA.

**Teaching observations and feedback discussions**, framed by the APSTs, are built into whole school structure, *The Platform for Collaborative Education*, at GBHS through the ECT/Beginning Teachers Program, Faculty collaboration and Peer Coaching. The Peer Coaching Program provides all staff with regular opportunities for specific individual feedback, reflection and refinement of their practice. ECT/Beginning Teachers in particular, are supplied with a structure that enables additional mentoring/coaching to that of the relevant head teacher who is the primary supervisor. Regular fortnightly meetings with their Peer Coach Leader (PCL whose appointment is based on Hattie's 'expert teacher') assist the development of a strong professional coaching relationship, and understanding and implementation of the school's strategic directions in a coaching cycle –Plan/implement/Reflect/Refine.

*"Getting to Know Granville"* is the school staff orientation program conducted at the beginning of term each year over 3 weeks by the senior executive for all staff new to the school, including beginning teachers. The program has been designed to assist staff introduction to

Granville Boys High School and in some instances to the teaching profession. It attempts to answer some of the common questions asked by those coming into a new school. The **program outline** demonstrates the school's commitment to an effective transition for new staff into the school and it serves as a reference for staff if required.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	318,399
<b>Revenue</b>	7,924,852
Appropriation	7,799,953
Sale of Goods and Services	21,899
Grants and Contributions	97,632
Gain and Loss	0
Other Revenue	0
Investment Income	5,368
<b>Expenses</b>	-8,001,755
Recurrent Expenses	-8,001,755
Employee Related	-7,430,295
Operating Expenses	-571,461
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-76,903
<b>Balance Carried Forward</b>	241,496

The Finance Committee comprises the Principal, Deputy Principal, Business Manager, Executive representative, Teacher representative, parent representative and student representative meets once per term to review budgets and expenditure throughout the year.

Faculties submit their budget to the finance committee for approval at the first meeting in Term 1. The Finance Committee recommendations are then considered and approved by the School Executive.

In 2017 additional expenditure for technology was



approved for the purchase of student laptops to be rolled out in 2018 and the school expended resources on the installation of air-conditioning in some classrooms. This funding of \$30 000 supplemented funds of \$65 000 raised by the P&C for this purpose. In addition the school resources were used to install solar panels to power the air conditioners.

The balance carried forward of \$241,496 will be expended on the installation of LED lighting and the expansion of the laptop program for students.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	5,300,336
Base Per Capita	83,663
Base Location	0
Other Base	5,216,673
<b>Equity Total</b>	1,438,203
Equity Aboriginal	1,160
Equity Socio economic	944,972
Equity Language	184,504
Equity Disability	307,567
<b>Targeted Total</b>	861,967
<b>Other Total</b>	157,430
<b>Grand Total</b>	7,757,935

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

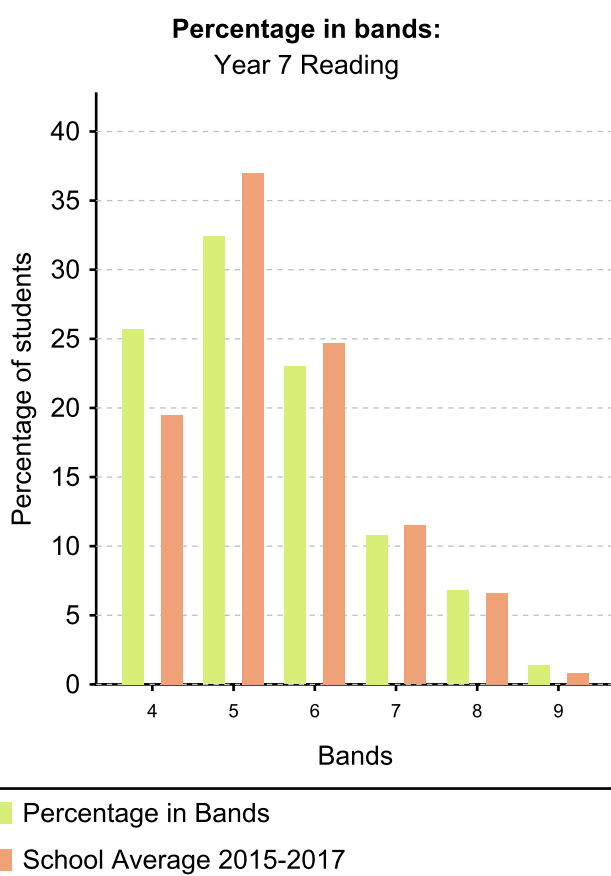
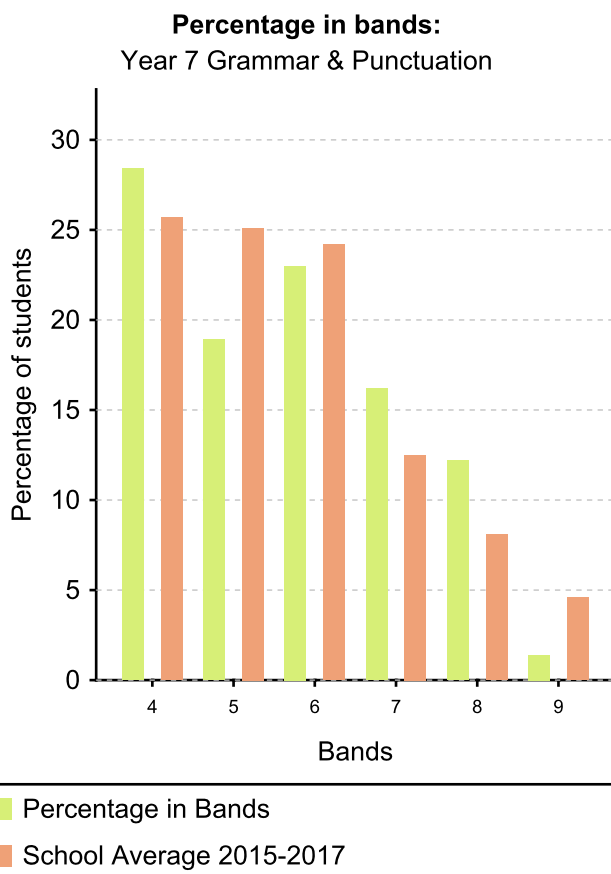
## School performance

### NAPLAN

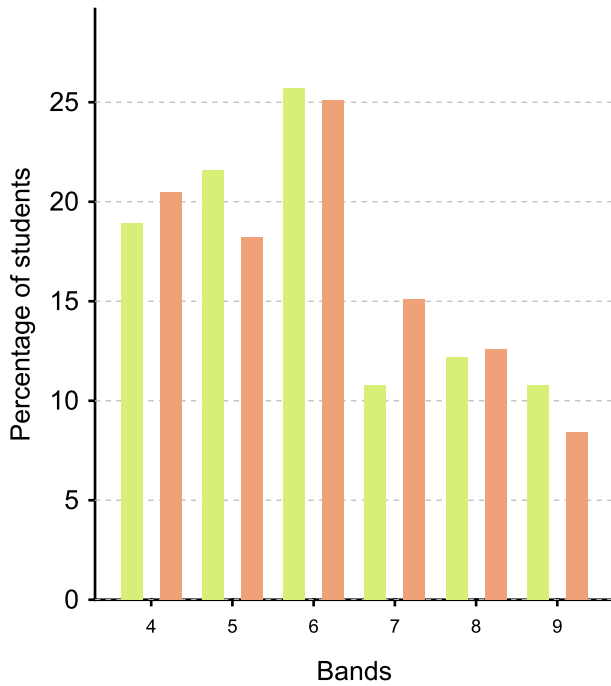
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Average results in year 7 Reading increased by 5%, however results Year 9 reading average results

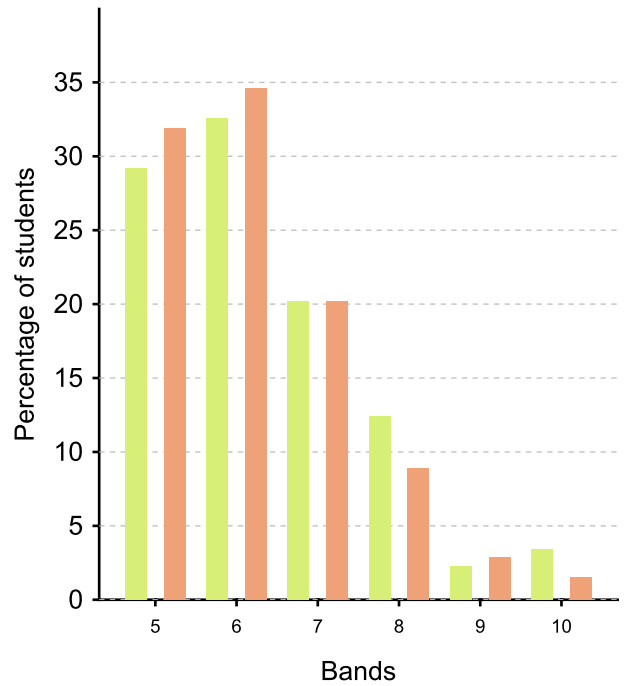
decreased by less than 1%. Value added in all areas in NAPLAN decreased by 3 points from 2016.



**Percentage in bands:**  
Year 7 Spelling



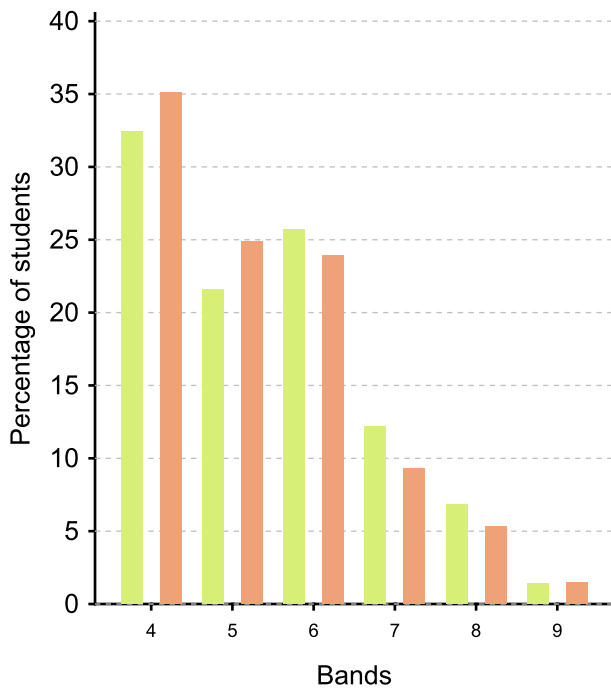
**Percentage in bands:**  
Year 9 Grammar & Punctuation



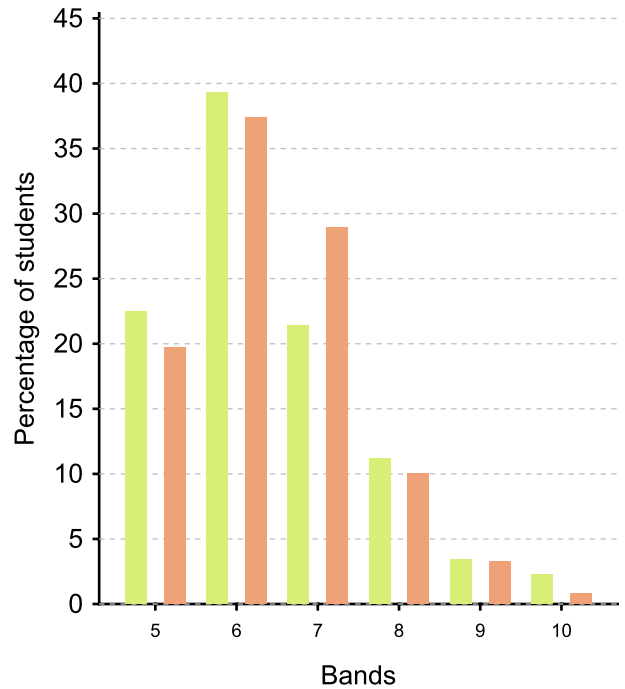
Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 7 Writing



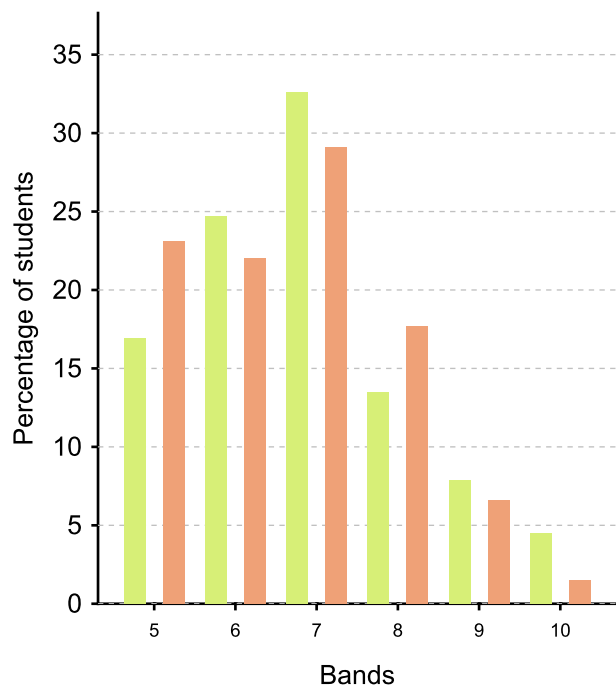
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2015-2017

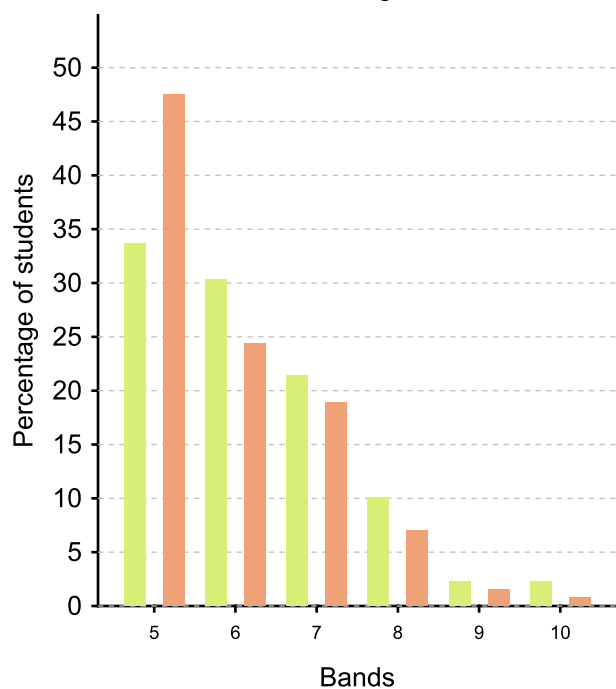
testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, Granville Boys High School has integrated literacy and numeracy into all subjects through explicit systematic quality teaching. The number of students achieving in the top two bands in NAPLAN improved by 1.5% in 2017 compared to 2016.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

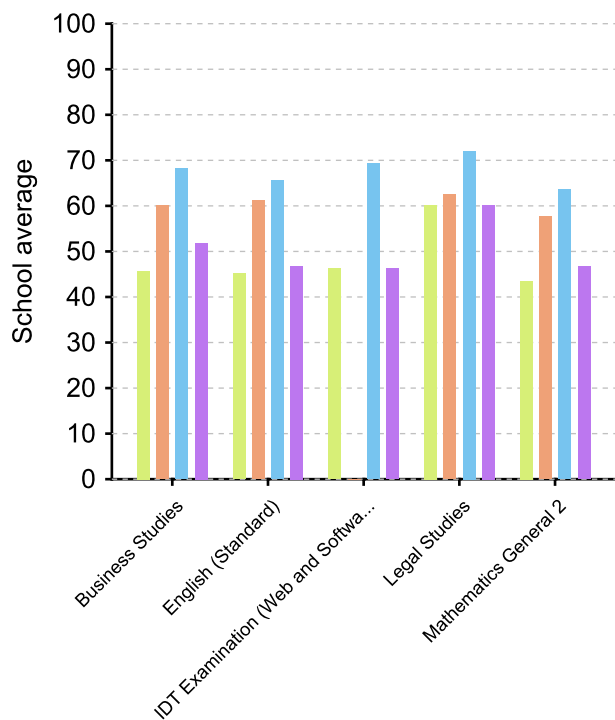
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2015-2017

On average in and results in Year 9 Numeracy improved by 2%. In Year 7 Numeracy improved by 3%.

The My School website provides detailed information and data for national literacy and numeracy



■ School 2017
 ■ SSSG Average 2017  
■ State Average 2017  
■ School Average 2013-2017

In 2017 HSC results 59% of students scored Band 2 and above. Music, Legal Studies and Senior Science students performed better on average than in other subjects. In 2018 mentoring and tutoring programs will be introduced to focus on Year 12 and the development on successful study habits.

## Parent/caregiver, student, teacher satisfaction

In 2017 student satisfaction data was obtained through the Tell Them from Me Survey. Students reported that they had a strong sense of belonging at school, however they did not feel that their culture was always understood.

Teachers responses to professional learning demonstrated that they were supportive of the Project –Based learning initiatives that the school had undertaken and that the students had responded positively.



## Policy requirements

### Aboriginal education

In 2017 there were no students of Aboriginal heritage in attendance the school.

In 2017 the HSIE faculty runs a stage five unit on Aboriginal history and Aboriginal education is integrated into programs across all faculties.

### Multicultural and anti-racism education

The school has a rich cultural mix with approximately 99% of students coming from culturally and linguistically diverse backgrounds. The curriculum incorporates the cultural knowledge of the students to build social inclusion and cohesion. Through sporting, cultural and interfaith activities the students are able to learn about one another and celebrate the diversity in the school.. In 2016 the school continued to recognise and celebrate diversity through:

PBIS Day

Eid Celebration

Arabic Drumming groups

Arabic Band

Pacific Islander Dance Troup

Pacific Islander Vocal Troup

Pacifica University Project

The performance groups played at all major school events, as well as other local schools and in the community. The Arabic performers have played for local councils, the Multicultural Disability Advocacy Association, the Madiba Project (Bankstown RSL) and the Walk for Respect. The Pacific Islander dancers and singers performed at schools on the Northern Beaches of Sydney.

The SRC and prefect leadership body are representative of the cultural diversity of student body and reflect the beliefs and practices of a number of students.

The school has two anti-racism officers whom students are encouraged to access to resolve any issues of racism.